DOCUMENT RESUME

ED 130 970 SO 009 560

TITLE	TACT/ESAA Newsletter, Vol. 3, No. 1.
INSTITUTION	Association of Chinese Teachers, San Francisco, Calif.
SPONS AGENCY	Department of Health, Education, and Welfare, Washington, D.C.
PUB DATE	Sep 76
NOTE	7p.
AVAILABLE FROM	Association of Chinese Teachers, 227 Lake Street, San Francisco, California 94118 (free)
EDRS PRICE	MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS	Asian Americans; Asian Studies; *Chinese Americans; Chinese Culture; Cultural Interrelationships; *Cultural Pluralism; *Curriculum Development; Elementary Secondary Education; Ethnic Stereotypes; Federal Aid; Immigrants; Minority Groups; *Newsletters; Population Distribution; *Social Studies; Teaching Methods; Textbook Bias

ABSTRACT

This first issue of a bimonthly newsletter that contains articles relevant to teaching about Chinese Americans at the secondary level is announced on a one time basis. The Association of Chinese Teachers (TACT) has received a grant for 1976-77 to develop secondary-level curriculum materials. This publication is one product of that effort. Other products will be sound filmstrips about Chinese Americans; a teacher's guide and an anthology of selected writings by Chinese-American authors; inservice training for teachers; and a public affairs TV program on multicultural education, project activities, and instructional materials. Another grant will enable TACT to develop Chinese-American short stories and to produce curriculum materials for grades 4 through 6 on the Chinese-American experience in the United States. Suggestions are made for teaching about Chinese Americans from their own perspective, not from the Euro-centric viewpoint. A section titled "Facts and Figures about Chinese Americans" explains the origins of Chinese Americans and the pattern of Chinese immigration to the United States from 1857 to 1973. Several maps illustrate the distribution of Chinese Americans in the United States by state. A report on income and occupations shows that Chinese Americans in the job market today are either highly educated professionals or menial workers. (AV)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

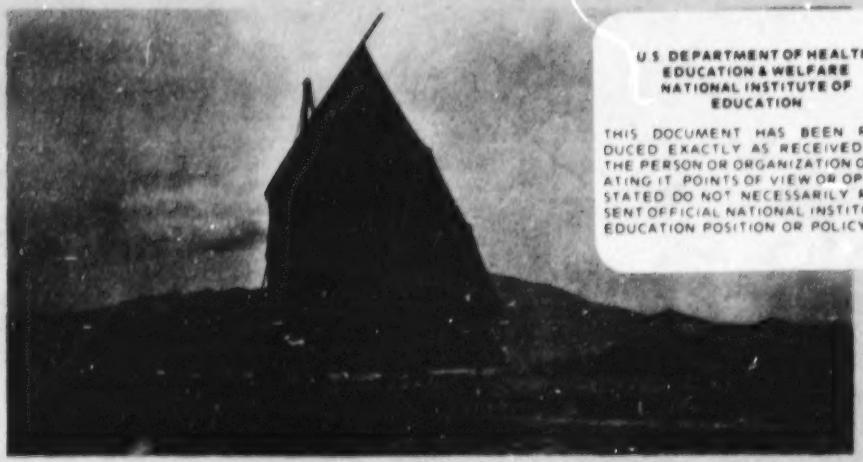
ED130970

SP009560

TACT/ESAA NEWSLETTER

華裔教師聯會
The Association of Chinese Teachers
322 Clement
S.F., Ca. 94118
(415) 752-1005

Project for Cross-Cultural Understanding: The Chinese Americans



U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

vol. 3, no.1 Sept. 1976

Chinese Fishermen in the San Francisco Bay, 1885 (San Francisco Maritime Museum)

TACT/ESAA RECEIVES GRANT FOR THIRD YEAR

The Association of Chinese Teachers (TACT) has received for this year a $56,688 continuing grant from the Office of Education, Dept. of Health, Education and Welfare under the Emergency School Aid Act (ESAA) to develop secondary level curriculum materials. The Project for Cross-Cultural Understanding: The Chinese Americans is a continuation of previous TACT/ESAA projects to complement and strengthen the school district's desegregation program to reduce racial isolation and increase multi-cultural understanding within the school community.

The 1976-77 TACT/ESAA Project will be developing three sound filmstrips on:

Chinese American History
Stereotypes of Chinese Americans
Chinese Americans Today

A teacher's guide and an anthology of selected writings by Chinese American authors will also be available.

Other activities planned for the year include:

- providing inservice training and project-developed curriculum materials to teachers
- producing a half hour public affairs T.V. program on multi-cultural education, project activities and instructional materials
- publishing a bi-monthly newsletter on available secondary level curriculum materials on Chinese Americans

PROGRESS REPORT

The staff is now meeting with our consultants, Phil Choy, Russell Lowe, and Alan Wong, and with secondary school social studies and Asian American studies teachers to formulate the general themes and approaches to the filmstrips. Drafts of the materials will probably be ready for public viewing and comment sometime in the late fall.

The staff has also been busy doing book reviews and collecting reading materials suitable for classroom use on Chinese Americans. Some of this data will be shared through this newsletter. Contact us if you have a special request.

We've Moved!

The TACT/ESAA Project's new office is located at 322 Clement St., San Francisco, CA 94118. Tel: 415/752-1005

PROJECT ORGANIZATION

Project Staff ------

Project Director: Joe Huang
B.S. Stanford; M.A. Asian Studies, Berkeley

Secretary/Assistant to the Director: Loreen Jue
B.S. Elementary Education

Clerical Assistant/CETA Worker:
Betty Yee, on assignment from the Office of Manpower, CETA Program.

Project Board ------

Ted Wong	Chairperson, TACT Member, Marina Jr. High
Anna Wong	Vice Chairperson, former TACT/ESAA Director, TACT Member, Yerba Buena School
Teresa Chow	TACT Member, Galileo High
Maxine Mesa-Bains	CAC Member, Paul Revere Annex
David Allen	CAC Member, ESAA Staff Support Trainer, SFUSD

COMMUNITY INPUT ------

The TACT/ESAA Project actively seeks input and suggestions to its work through Community Advisory Committee meetings and through periodic community presentations of its curriculum materials.

Community Advisory Committee meetings are held on every third Thursday at 4:30 p.m. at the TACT/ESAA Office. We are particularly interested in the participation of students and parents of various ethnic backgrounds. If you would like to join or know of someone who may be interested, please contact us for further information.

Community presentations of curriculum materials will be announced at later dates.

This is the first issue of the bimonthly newsletter printed as part of the 1976-77 Project for Cross-Cultural Understanding of the Association of Chinese Teachers, funded through DHEW, Emergency School Aid Act (ESAA).

The project staff welcomes articles, comments and public announcements concerning activities and subjects relevant to the expressed goals of this project.

ELEMENTARY CURRICULUM MATERIALS DEVELOPED BY THE TACT/ESAA PROJECT

Developed and field tested over the last 2 years by the TACT/ESAA Project, this curriculum kit has been adopted by the San Francisco school district and is now available to all educators. Copies are available through this office, as well as through these offices of the SFUSD: Audio-Visual Center, Teacher Learning Center, Multi-Cultural Resource Center and the Asian American Studies Center.

This comprehensive curriculum kit is designed for use in elementary school classes. Each kit includes three sound filmstrips, a teacher's guide and numerous classroom activities and games. The purpose of the kit is to increase cross-cultural understanding by providing information on contemporary Chinese American lifestyles.

For other educators throughout the country, abridged versions of this kit, with three sound filmstrips and a teacher's guide, are for sale at $29.95.

Inquires may be sent to this office or to:

The Association of Chinese Teachers
Curriculum Project
227 Lake Street
San Francisco, CA 94118

order (1) Comprehensive curriculum kit for elementary schools
(2) The Chinese American Awareness Test

THE TACT CHINESE AMERICAN HERITAGE PROJECT

In addition to the TACT/ESAA Project, TACT has received a grant from the Ethnic Heritage Project of DHEW to develop Chinese American short stories. The Chinese American Heritage Project, also housed at 322 Clement Street, hopes to produce curriculum material for grades 4 to 6 on the Chinese American experience in the United States.

Chinese Americans have been often ignored in the study of American history and culture. With the completion of this project, there will hopefully be more materials on Chinese Americans available to teachers.

At present, the project staff is looking for source materials on Chinese Americans, particularly written materials and photographs on Chinese Americans living outside of California. If you know of any such material, contact Don Wong at 752-1004 or write to:

Chinese American Heritage Project
322 Clement Street, S.F., CA 94118

TACT OPEN HOUSE

TACT will have an open house at its new office to introduce the two current projects, the TACT/ESAA Project and the TACT Chinese American Heritage Project. Please drop by and find out more about TACT and the projects.

Time: Oct. 13, 1976 from 4 to 8 p.m.

Place: 322 Clement Street, S.F. 94118

Refreshments and snacks will be served.

The Chinese American Awareness Test

TACT participated in the third annual Hop Jok (Co-operation) Fair in Chinatown on the weekend of August 7th with shrink art, button sales and a Chinese American awareness test. Over 300 students and adults over the two day period took this 23 question, illustrated, multiple-choice test on Chinese American history and current events. This test is well suited for use in secondary school classes to stimulate student discussion and increase their knowledge of Chinese Americans. For copies, ask Loreen at the TACT/ESAA office.

TEACHING ABOUT CHINESE AMERICANS

The concept of cultural pluralism is gaining more acceptance among historians and educators, but there is still a lack of social studies materials which effectively breaks away from a Euro-centric viewpoint, and provides insight into the historical development of non-white peoples in the United States. Existing textbooks have dealt with the Chinese Americans strictly from an outsider's point of view, mentioning them, if at all, only when they become the focus of white attention.

Attention is placed on how different they seemed to white Americans, and rarely on how the Chinese saw and responded to their new environment. Several points to keep in mind in teaching about Chinese Americans, as about any ethnic group, are:

1. Focus on people, not just on events.

2. Present the Chinese Americans as legitimate Americans with rights, wishes, and aspirations of their own. However, avoid patronizing them as selfless "contributors" to America who neither felt anger nor bitterness.

3. Let the Chinese Americans speak for themselves. Avoid using too much of a we-they approach.

4. Focus on what the Chinese Americans did, not just on what was done to them. Many books on Chinese Americans are actually about anti-Chinese racism, and tell nothing about the Chinese Americans themselves.

In future issues of the newsletter, we will present more specific information on where to find and how to use existing books and periodicals.

Facts and Figures about Chinese Americans

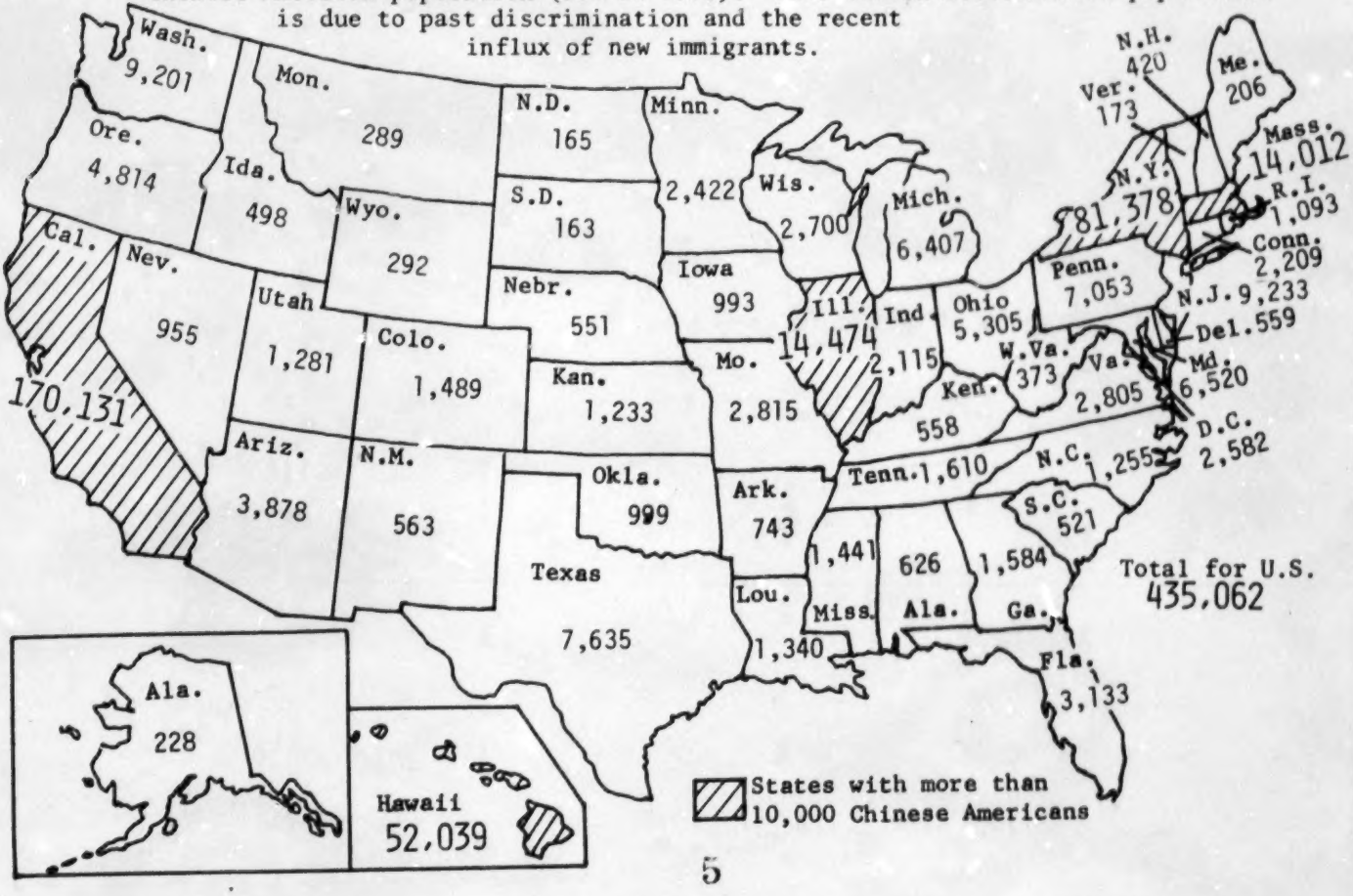
WHAT ARE THE ORIGINS OF THE CHINESE AMERICANS?

Chinese Americans are Americans of Chinese ancestry. Some Chinese American families are recent arrivals to this country, but many others have been here for several generations. According to the 1970 census, 47% of all Chinese Americans are foreign born, while the rest, (53%) are born in the United States.

The large majority of the Chinese Americans (90%) emigrated here from the southern province of Kwangtung, and are known as Cantonese. The rest come from other parts of China, such as Shanghai and Peking.

WHERE ARE THE CHINESE AMERICANS LOCATED?

Although the early Chinese immigrants in the 19th Century lived and worked in scattered places throughout the West, the Chinese Americans today represent one of the most urbanized American ethnic groups and are highly concentrated in a few large cities. San Francisco, New York, Honolulu and Los Angeles alone hold more than half of the total Chinese American population (56% in 1970). This uneven distribution population is due to past discrimination and the recent influx of new immigrants.



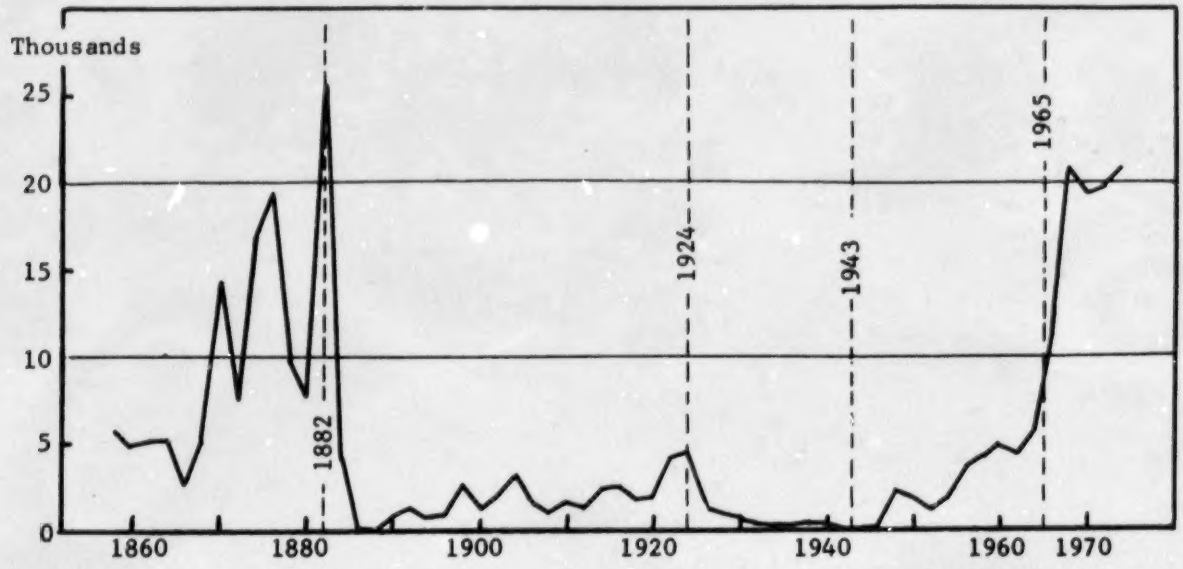
Facts and Figures-

WHAT IS THE PATTERN OF CHINESE IMMIGRATION TO THE UNITED STATES?

The Chinese are one of the earliest immigrant groups to come to the Western United States, arriving in California in sizeable numbers since the 1850's. However, anti-Chinese immigration laws enforced between 1882 and 1965 have kept the number of Chinese immigrants to an artificially low number, so that today, the number of Americans of Chinese descent is still only 0.2% of the total population, while even in California, where they once numbered 10%, the Chinese make up barely 1%. There are four main periods of immigration for the Chinese Americans:

1850's to 1882	Period of Free Immigration	Anti-Chinese agitation led to the passage of the Chinese Exclusion Act in 1882.
1882 to 1924	Period of Restricted Immigration	Only merchants, scholars, and diplomats were allowed to enter the United States.
1924 to 1943	Period of Total Exclusion	The Immigration Act of 1924 barred Chinese women from entering as wives of citizens and virtually stopped all Chinese immigration.
1943 to 1965	Period of Limited Immigration	During World War II, the Exclusion Act was finally repealed, and a token annual quota of 105 was allowed for persons "of Chinese extraction".
1965 to Today	Period of Liberalized Immigration	The new quota system of 1965 allows for up to 20,000 immigrants yearly from any country outside of the Western Hemisphere, including China.

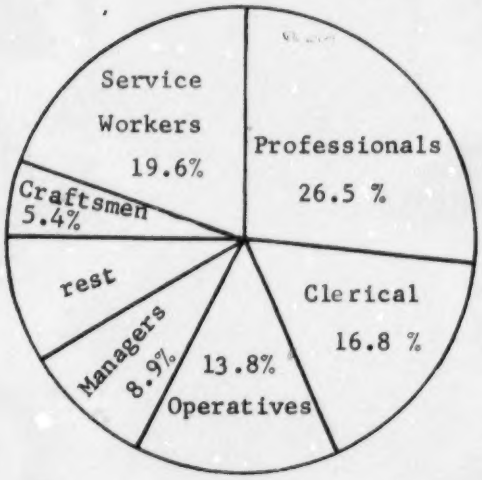
Number of Chinese immigrants entering the United States from 1857 to 1973.



averaged by 2-year periods. (For sources and figures, contact the TACT/ESAA Project)

Facts and Figures-

INCOME AND OCCUPATIONS



Some people have pointed to the incomes of Chinese American families as a sign of a "success story". While the 1970 Census did show that the median Chinese American family income was above the national average, it also showed that personal incomes were still low. This means that in many Chinese American homes, there are multiple wage earners, each of whom may be working at a low paying job.

According to the 1970 census, there are 190,000 Chinese Americans on the labor market, including 49% of all adult women, a figure substantially higher than the national average.

In the past, Chinese workers faced extreme discrimination and could work only in undesirable or non-competitive occupations, such as laundries, restaurants or as household servants. Today, Chinese Americans can be found clustered at the two extremes of the job market - highly educated professionals or menial workers. The professionals include a large number of professors, engineers and doctors; the operatives include a large number of women garment workers, and the service workers include cooks and waiters.

Although Chinese Americans have proven themselves in all types of work, many still confront subtle discrimination and stereotyping in their working situations.

Median Family Income (1970 census)

Chinese Americans	$10,610
U.S.	$ 9,590

Personal Income: Chinese males $6,877
Chinese females $3,512

TACT 華裔教師聯會
The Association of Chinese Teachers
322 Clement Street
San Francisco, CA 94118

TACT/ESAA Newsletter